



# SC Annual School Report Card Summary

Hopkins Elementary

Richland 1

Grades: PK-5

Enrollment: 351

Principal: Angela G. Brown

Superintendent: Dr. Percy Mack

Board Chair: Wendy Brawley

## PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on [www.ed.sc.gov](http://www.ed.sc.gov) and [www.eoc.sc.gov](http://www.eoc.sc.gov) as well as school and school district websites. Printed versions are available from school districts upon request.

| YEAR | ABSOLUTE RATING | GROWTH RATING | PALMETTO GOLD/SILVER AWARD | AYP STATUS | NCLB IMPROVEMENT STATUS |
|------|-----------------|---------------|----------------------------|------------|-------------------------|
| 2008 | Below Average   | Below Average | TBD                        | Not Met    | N/A                     |
| 2007 | Average         | Good          | Silver                     | Met        | N/A                     |
| 2006 | Average         | Good          | Silver                     | Met        | N/A                     |

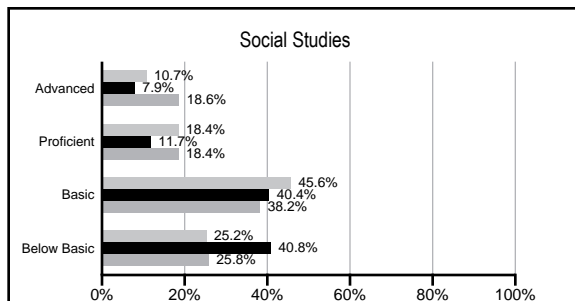
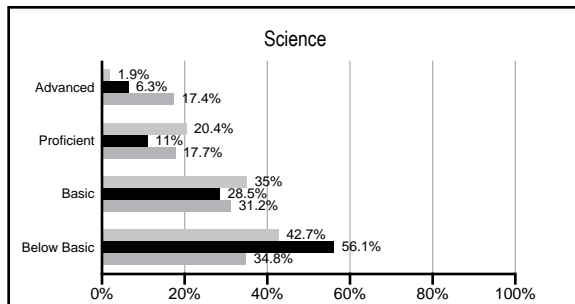
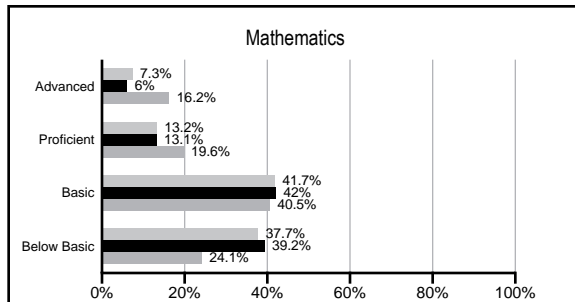
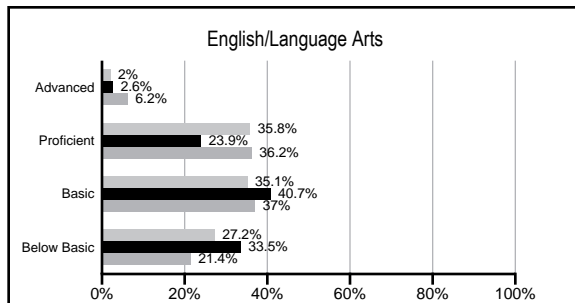
## ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

| EXCELLENT | GOOD | AVERAGE | BELOW AVERAGE | AT-RISK |
|-----------|------|---------|---------------|---------|
| 0         | 4    | 4       | 36            | 55      |

\* Ratings are calculated with data available by 02/17/2009. Schools with Students like Ours are Elementary Schools with poverty indices of no more than 5% above or below the index for this school.

## PACT PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



## NAEP PERFORMANCE\*

\* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



## SC PERFORMANCE GOAL

2010 Goal:

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

2020 Goal: TBD

### Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined  
NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

Hopkins Elementary [Richland 1]

SCHOOL PROFILE

|  | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=351)   |            |                       |  |                          |
| Retention rate   | 4.8%       | Down from 6.6%        | 3.1%                                       | 2.3%                     |
| Attendance rate  | 96.9%      | Up from 96.3%         | 96.0%                                      | 96.3%                    |
| Eligible for gifted and talented   | 6.7%       | Down from 9.8%        | 2.7%                                       | 10.4%                    |
| With disabilities other than speech  | 6.7%       | Up from 5.3%          | 7.6%                                       | 7.5%                     |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Teachers (n=26)  |            |                       |  |                          |
| Teachers with advanced degrees   | 57.7%      | Up from 50.0%         | 53.3%                                      | 56.7%                    |
| Continuing contract teachers   | 53.8%      | Down from 65.4%       | 66.7%                                      | 77.3%                    |
| Teachers with emergency or provisional certificates                        | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year                                      | 86.2%      | Down from 88.9%       | 82.6%                                      | 86.4%                    |
| Teacher attendance rate  | 95.6%      | Up from 94.6%         | 94.8%                                      | 94.9%                    |
| Average teacher salary   | \$43,674   | Up 0.3%               | \$43,635                                   | \$45,345                 |
| Classes not taught by highly qualified teachers                            | 0.0%       | No Change             | 1.6%                                       | 0.0%                     |
| School   |            |                       |  |                          |
| Principal's years at school  | 7.0        | Up from 6.0           | 3.0  | 4.0                      |
| Student-teacher ratio in core subjects                                     | 16.1 to 1  | Down from 17.8 to 1   | 16.4 to 1                                  | 18.5 to 1                |
| Prime instructional time   | 90.1%      | Up from 89.2%         | 89.1%                                      | 89.8%                    |
| Opportunities in the arts  | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation   | Yes        | No Change             | Yes  | Yes                      |
| Character development program  | Excellent  | No Change             | Excellent                                  | Excellent                |
| Dollars spent per pupil*   | \$7,497    | Down 6.3%             | \$8,217                                    | \$7,052                  |
| Percent of expenditures for instruction*                                   | 79.1%      | Down from 80.5%       | 68.4%                                      | 69.1%                    |
| Percent of expenditures for teacher salaries*                              | 75.7%      | Down from 77.6%       | 60.5%                                      | 64.2%                    |
| % of AYP objectives met  | 76.9%      |                       | 66.7%                                      | 85.7%                    |

\* Prior year audited financial data available.

EVALUATION RESULTS

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 29       | 44        | 41       |
| Percent satisfied with learning environment            | 93.1%    | 90.9%     | 97.6%    |
| Percent satisfied with social and physical environment | 100.0%   | 95.2%     | 92.7%    |
| Percent satisfied with school-home relations           | 89.3%    | 90.5%     | 95.1%    |

\*Only students at the highest elementary school grade level at this school and their parents were included.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Hopkins Elementary School sits in the heart of the Lower Richland community in Richland County School District One. The stakeholders of the community, businesses and the school are all partners in educating the students of Hopkins Elementary School. As a result of this combined working relationship, we have earned our sixth consecutive Palmetto Silver Award and two consecutive Palmetto Gold and Silver Showcase School Awards. Hopkins Elementary School has also been featured on the S.C. State Department of Education's showcase webpage for the last two years. The report card improvement rating of Good and an Average absolute rating on the S. C. School Report Card further reflects our commitment to continuous increased academic achievement. We have met 13 out of 13 objectives as required by the U. S. Department of Education to meet AYP (Adequate Yearly Progress) for the last four consecutive years. The academic improvements and successes at Hopkins Elementary are directly related to the open, effective communication that permeates every aspect of school life.

Communication is a two-way street where all stakeholders are included in the decision-making process. There is an open forum where suggestions and high expectations are communicated across the board from the teachers, to the students, and to the parents. The students know what they are expected to learn and they are held accountable for their own learning. Clear expectations are communicated to both the parents and the students, who are given a copy of the standards and a syllabus, which outlines the standards and expectations for each quarter.

Hopkins Elementary is a data-driven school. Teachers analyze data from student performances on PACT, standardized tests, benchmark and Dominie assessments, Star Reader, Accelerated Reader, SuccessMaker, end-of-unit tests, and SCRAPI summary reports to determine students' achievement levels and to implement strategies to move them to the next level. Data results are communicated to the students and the parents along with suggestions for parents to use to help reinforce skill gaps at home. The collaborative communication ensures that the high expectations and academic rigor translates from the primary grades to the upper grades. Teams meet together weekly to analyze student work and to communicate instructional strategies to develop lesson plans. At Hopkins Elementary School where, "It's All About The Children," the students are taught by a staff of highly qualified educators whose instructional delivery techniques consist of varied instructional strategies. The rigor of the curriculum challenges students to think outside of the box and be as creative and innovative as possible.

Hopkins Elementary School celebrates its successes for each grade level at the end of each quarter through its "Achieving Excellence Awards' Celebrations." The belief is instilled in students and parents that they "can do" and can be successful at whatever they put their minds to achieve. The school regularly communicates its appreciation to the parents and community partners who volunteer and support the mission statement. The dynamic leadership of the School Improvement Council and The Parent-Teacher Organization is a positive force in achieving success.

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